DOCUMENT RESUME

ED 220 624 CE 033 485

TITLE Admissions Model. Missouri Vocational-Technical Programs.
INSTITUTION Associated Educational Consultants, Inc., Pittsburgh, Pa.
SPONS AGENCY Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education.
PUB DATE Jun 82
NOTE 49p.; For related documents see CE 033 484-486.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Administrator Guides; *Admission (School); *Admission Criteria; Admissions Counseling; Educational Legislation; Educational Policy; Federal Legislation; Guidelines; *Models; Policy Formation; Postsecondary Education; Program Design; *Program Development; Program Evaluation; *Program Implementation; Program Improvement; Records (Forms); Secondary Education; State Programs; *Vocational Education
IDENTIFIERS *Missouri

ABSTRACT

This comprehensive admissions model is designed to assist school personnel on both the secondary and postsecondary levels in the State of Missouri with the admission and selection of students for vocational programs. Presented in flow chart form with an accompanying outline to describe its various steps, the model addresses the following stages of the admissions procedure: (1) planning, (2) application process, (3) selection process, and (4) refinement of admissions criteria and procedures. Various program planning concerns are covered, including the selection committee, core criteria for use in all vocational-technical programs, program-specific criteria, population representation, slot determination, and legal concerns. Dealt with next are counselor meetings, information session, the application itself, testing, and assessment scales. Focus of that portion of the model devoted to the selection process is on implementing policy, evaluating assessment scales, checking program representation, notifying students, and handling student appeals. Outlined next are procedures for conducting validity studies and for assessing activities and publications. Appendixes to the model include recommendation forms, application forms, a listing of program-specific admissions criteria, and a sample selection process. (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

MO8212105

ED220624

ADMISSIONS MODEL

MISSOURI
VOCATIONAL-TECHNICAL PROGRAMS

For

RESEARCH COORDINATING UNIT
DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
DIVISION OF CAREER AND ADULT EDUCATION
STATE OF MISSOURI
P.O. Box 480
JEFFERSON CITY, MISSOURI 65102

By

ASSOCIATED EDUCATIONAL CONSULTANTS, INC.
North Allegheny Office and Research Park
McKnight and Pine Creek Roads P.O. Box 15073
Pittsburgh, Pennsylvania 15237

CE033485

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

June, 1982

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D Lund

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

"The activity which is the subject of this report was supported in whole or in part by funds from the Department of Elementary and Secondary Education, Division of Career and Adult Education. However, the opinions expressed herein do not necessarily reflect the position or policies of the Missouri Department of Elementary and Secondary Education or the Division of Career and Adult Education, and no official endorsement should be inferred."

ACKNOWLEDGEMENTS

Associated Educational Consultants, Inc., wishes to express appreciation to a number of people who provided guidance and assistance throughout this project. This project benefited tremendously from the sharing of ideas of many individuals. Those that should receive special recognition are the members of the Project Advisory Committee which included:

Mr. Robert Garten, Chillicothe Area Vocational-Technical School
Mr. Gary Gilbert, Cape Girardeau Area Vocational-Technical School
Ms. Jimmie Hankey, Sheldon R-VIII
Dr. Zee Harris, Pioneer Community College
Ms. Phyllis Herriage, Kansas City Technical Education Center
Mr. Gordon R. Kutscher, Missouri Advisory Council on Vocational Education
Mr. James Pappas, Kirksville Area Vocational School
Mr. John Rencher, St. Louis Public Schools
Mr. Gale L. Townsend, Waynesville R-VI

Department of Elementary and Secondary Education:

Mr. Miles Beachboard
Ms. Kay Dameron
Dr. Frank Drake
Mr. Charles Foster
Ms. Georganna Hargadine
Mr. Allen Kelsay

Also instrumental in the project outcomes were the Directors and other professionals in the field test schools who reacted to preliminary drafts and supplied necessary data. The field test schools included:

Adrian High School
Crowder College
Francis Howell High School
Kansas City Technical Education Center
Lewis & Clark Technical School
Mountain Grove Area Vocational School
Perryville Area Vocational-Technical School
St. Louis Community College at Meramec

A thank you is certainly in order to the researchers encountered in the literature review, especially Dr. Thomas Hyde of The Ohio State University for his development of the assessment scale concept and the staff of the West Virginia Bureau of Adult, Vocational and Technical Education.

Of particular importance to the success of this project was Dr. Frank Drake of the Department of Elementary and Secondary Education, Division of Career and Adult Education, Ms. Kay Dameron, who served as Project Monitor, Mr. Miles Beachboard, Ms. Georgeanna Hargadine and Mr. Allen Kelsay. Their continuing assistance and support throughout this project proved to be invaluable.

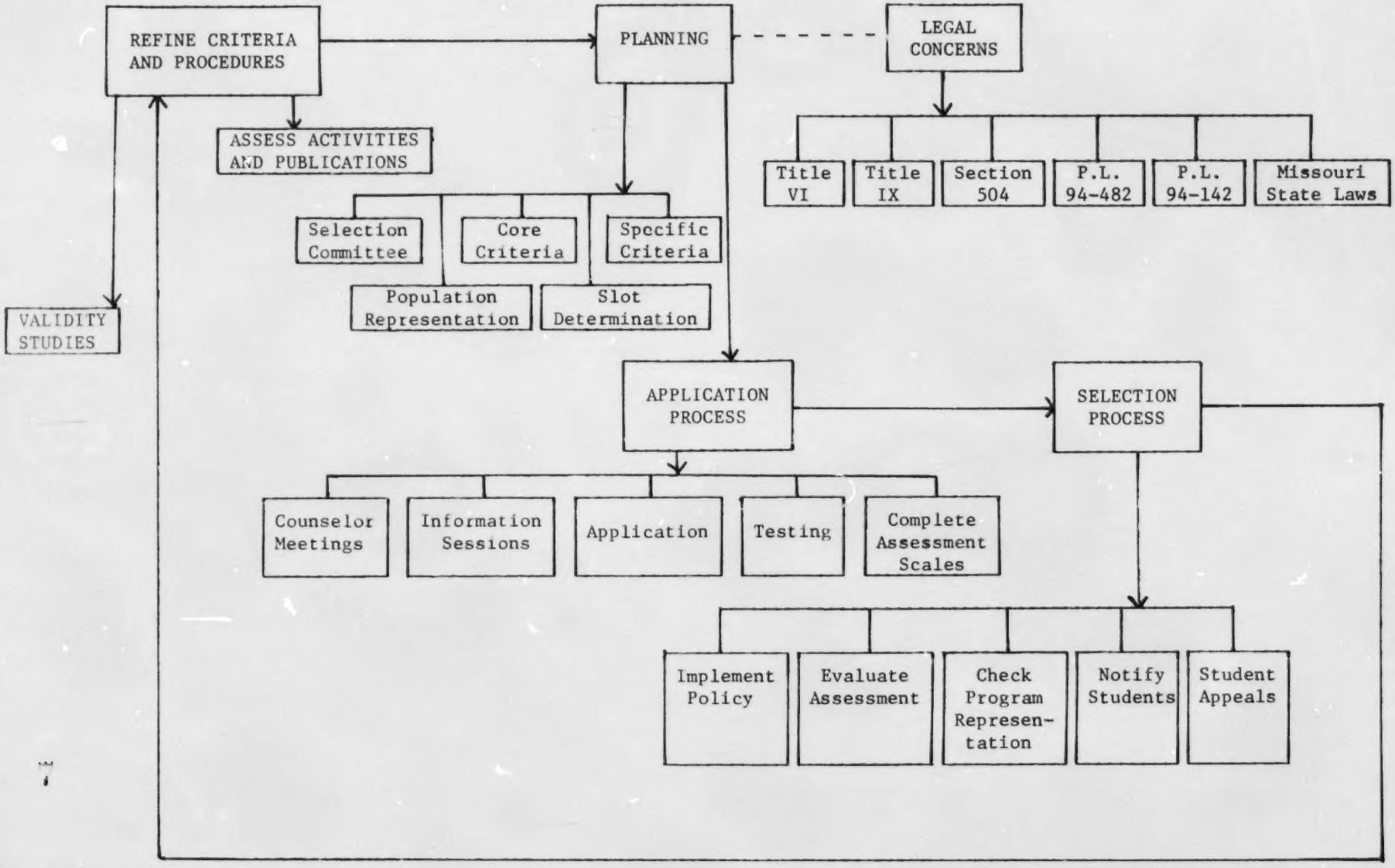
This document is a comprehensive admissions model which has been constructed to assist school personnel on both the secondary and post-secondary levels in the State of Missouri with the admissions and selection of students for vocational programs. The model is presented in flow chart form with an accompanying outline to describe the various steps. For more detailed information related to the overall process, the reader is referred to the Admissions Handbook. The Handbook provides a recommended admissions policy, recommended activities for orienting students to vocational education, guidelines on the application process, suggested selection procedures, and a summary of legal issues that should be considered.

The model presented in the following pages has been constructed in four stages. These stages are: Planning, Application Process, Selection Process, and Refinement of Admissions Criteria and Procedures. In addition to these four key stages, legal concerns that should be considered during the planning process are included.

The model was constructed to be general in nature so that the overall concepts presented can be implemented in a number of different educational institutions. The actual adoption of the model can only follow the formal acceptance of a non-discriminatory admissions policy by the governance board of each school. The wording of this admissions policy should then dictate the actual implementation of the model.

Flow Chart 1 is a graphic representation of the admissions model.

MISSOURI VOCATIONAL PROGRAM ADMISSIONS MODEL



I. PLANNING - Before any other activity can be completed, it is necessary to identify the selection committee, to specify the core and program-specific criteria that will be used in the selection process, to examine the representation of various populations within each program, and to determine the number of slots to be allocated for each program.

A. Selection Committee

1. Composition - The selection committee for enrollment into vocational programs should include:

a. For area vocational-technical schools

(1) Vocational director of the area vocational-technical school

(2) Vocational counselor from the area vocational-technical school

(3) One counselor from each sending school

(4) The sending school principal and special education liaison, when necessary

b. For comprehensive schools

(1) The high school principal

(2) The high school counselor

(3) Two vocational instructors

(4) The special education liaison, when necessary

c. For postsecondary institutions

(1) Dean of instruction

(2) Admissions officer

(3) Two instructors

(4) The handicapped specialist, when necessary

2. Responsibilities - Although the overriding responsibility of the committee is the selection of students for vocational programs, there are other functions that the committee should serve. These include:

a. Communication linkage with

(1) Students

(2) Counselors

(3) Public

b. Implementation of the nondiscriminatory policy - this entails offering equal access to all interested students.

c. Scheduling - this includes counselor meetings, orientation to vocational education activities, application dates, and student class schedules.

d. Selection process - the committee is responsible for approving both core and specific criteria measures as well as the techniques used to evaluate them.

e. Implementation of the selection process - the criteria measures must be evaluated in a consistent manner for all students.

f. Student appeals - each student must be aware of the steps to be followed in appealing a decision that has been made.

B. Core Criteria - The basic criteria measures that are recommended for use by all programs are as follows:

1. Student Grades - This includes grades from the 9th through the first semester of the 10th grade. A sample rating scale for charting this information is included in Appendix A.

2. Student Interest - Although interest inventories are available, it is recommended that student supported interest on a longitudinal basis be used for this measure. An instrument designed to collect this information is included in Appendix A.

3. Attendance - This should be evaluated by studying the student's attendance pattern for the 9th and first half of the 10th grade school year. Appendix A contains an attendance rating scale.

4. Teacher/Administrator Recommendation - A form provided in Appendix A should be utilized to collect this information. The recommendation is based on three factors: attitude, responsibility and neatness.

5. Counselor Recommendation - A form provided in Appendix A should be utilized to capture this information. The counselor recommendation is also based on three factors: past school performance, potential for success in vocational education, and a composite assessment.

6. Program Representation - Students are evaluated in this area in relation to how well the population they represent has been afforded the opportunity to participate in vocational programs over the past three years. A form for evaluating program representation is presented in Appendix A.

C. Specific Criteria - It is recommended that four specific criteria measures be identified with the assistance of the vocational instructors for each program. Suggested criteria for selected vocational programs are presented in Appendix B.

D. Population Representation - The committee annually reviews the number of student stations (slots) available in each program and also the enrollment figures for each of the sending schools.

E. Slot Determination - After the population representation phase has been completed, the committee must determine the number of students each sending school can provide for each program. The committee should also coordinate the trading of slots by sending schools or any other special arrangements.

F. Legal Concerns - While planning for the overall selection process some legal concerns should be constantly reviewed. Legislation that must be considered is as follows:

1. Title VI of the Civil Rights Act of 1964 prohibits recipients of federal funds from discriminating, directly or through contractual arrangements, against any person because of race, color, or national origin. An individual cannot be treated differently from others in determining admission, enrollment eligibility or financial aid on the grounds of race, color, or national origin.

2. Title IX of the Educational Amendments of 1972 prohibits recipients of federal funds from excluding any individual, on the basis of sex, from participation in an educational program. The thrust of Title IX is to provide equal opportunity for the sexes.

3. Section 504 of the Rehabilitation Act of 1973 stipulates that no qualified handicapped applicant may, on the basis of handicap, be excluded from participation in, or be denied the benefits of, an educational program. Academic requirements that can be demonstrated as essential to the program of instruction being pursued will not be considered discriminatory under this act.

4. Public Law 94-142, the Education for All Handicapped Children Act, mandates free, appropriate public education for all handicapped children regardless of degree or severity of

handicap. Parents of the handicapped assume an active role in the educational decision-making process and the handicapped must be educated in the least restrictive environment.

5. Public Law 94-482 of the Vocational Amendments of 1973 mandates the elimination of discrimination on the basis of sex and sex stereotyping in vocational education. Targeted populations are identified which must be provided the benefits of vocational education. Members of the targeted populations include the following:

   a. Ethnic and racial minorities

   b. The academically or economically disadvantaged

   c. The handicapped

   d. The gifted and talented

   e. The linguistically different

   f. Migrant workers

   g. The incarcerated

   h. Nontraditional male/female placements

   i. Displaced homemakers

II. APPLICATION PROCESS - The application process is initiated through a comprehensive and correlated presentation of program options and culminates in the preparation of the Student Selection Guide.

A. Counselor Meetings - These meetings serve many purposes:

1. Early in the school year, vocational counselors and/or the director should meet with the sending school counselors in order to describe the selection process that will be implemented to define the various criteria measures, to explain the use of the various assessment scales, and to set up a time table for the student selection process.

2. The next meeting with the counselors should focus on the coordination of orientation activities both within the sending schools and at the area school.

3. Counselors should meet no later than the third month of the school year to specify the potential applicant pool that will be available for each sending school.

B. Information Sessions - These sessions are typically viewed as opportunities to inform the student of the various training options that are available. It is important, however, to remember that the sending school counselor and other staff members are also valuable sources of student referrals. Therefore, the information sessions should be geared to a broad base of potential students and should be open to the general public. The following are some of the activities or methods which should be used to orient potential students to vocational education:

1. Counselor or recruiting team visits to sending schools
2. Student visits to the area schools
3. Slide film presentations to prospective students
4. Open house
5. Presentations to community groups
6. School publications

C. The Application - The students must understand the schedule related to completing and filing their application form. (Sample applica-

tion forms are presented in Appendix C.) Additional information that the student should be made aware of is as follows:

1. Where to obtain an application
2. Where to return the application
3. Why specific information is requested
4. What criteria are used to complement the student's application
5. How the student is evaluated relative to each criteria measure
6. Dates of notification of acceptance

D. Testing - Testing should be utilized only when necessary to collect relevant information concerning specific program criteria. Some other considerations related to testing are:

1. All students applying to the same school for the same program should be evaluated on the same testing instrument. Efforts must be made to treat the special needs of students in the testing process, i.e. readers, interpreters, etc.
2. The person administering the test should be familiar with the instrument and should be knowledgeable of general testing procedures, especially those procedures relating to time limits and fielding questions from those taking the test.
3. The student should understand the purpose of the test.
4. The testing facility should provide sufficient work space and a comfortable setting for all students taking the test.

E. Completing Assessment Scales - The vocational counselor should meet with the sending school counselor to be sure that all assessment scales have been completed. At this time, the counselors should total the scales in order to verify the completeness of each Student Selection Guide. Information necessary to complete each Student Selection Guide is as follows:

1. Teacher/Administrator Recommendation - This should be completed by two teachers identified by the student and one administrator. The counselor should check the point totals for each of the teacher recommendations and use the average of three in order to record the point value for teacher/administrator recommendation.

2. Counselor Recommendation - The counselor should complete this form for each student. The points for past school performance, potential for success in vocational education, and composite assessment scales should be totaled. The counselor then averages the three scores and records the total point value for the counselor recommendation.

3. Attendance - The counselor completes this form by assigning a point value based on the student's past attendance record. For example, a record of fifteen (15) days absence in the previous year and a half would be worth five (5) points on the ten point assessment scale. The greater the number of days absent, the less points the student receives on the attendance scale.

4. Grades - This form is completed by the counselor and reflects the student's grades during the ninth grade and the first semester of the tenth grade. A second section is present in order to rate the percent of objective attainment for students with IEP's. This scale should not be utilized for student's grades on a pass/fail scale. If the scale is omitted the sum of the student's ratings on the other nine scales should be multiplied by 10/9 to arrive at the total ratings.

5. Student Interest - The counselor completes this form by translating an assessment of the student's interest in a vocational program to its numerical equivalent. For example, a student who is highly motivated to complete a program related to a specific career goal might receive 10 points, while a student desiring career exploration from the vocational program might only receive 3 points.

6. Program Representation - This form is completed by the counselor. Specific concerns addressed in this form involve representation within programs of specific groups (sex, race, handicapped, and ethnic minority) and representation of these groups in the present applicant and selection profile. The counselor assigns a point value based on the percentage of students of a particular sex, race, handicap or ethnic minority enrolled in the program of choice for the last three years or represented in the current applicant profile.

7-10. Program-Specific Criteria should typically be collected by standardized testing instruments. It is recommended at this time that the General Aptitude Test Battery be considered as an appropriate instrument.

III. SELECTION PROCESS - This part of the admissions process revolves around all students receiving fair and equitable opportunity for vocational education. The steps to be followed flow out of the admissions policy and include the various steps necessary to process each student's request for admission.

A. Implement Policy - The responsibility for implementing the admissions policy rests with the school's director. The selection committee serves as the vehicle to guarantee equal access to all potential students.

1. The nondiscriminatory admissions policy should be approved by the governance board.

2. The selection committee should be identified. The composition of this committee is defined in Section I - Planning.

3. The committee should be familiar with the admissions policy.

4. The committee should be aware of the proposed criteria and should approve the assessment scales for the Selection Guide for each program.

5. The policy and procedures for applying for enrollment should be included in appropriate school publications. Orientation activities should also include information on admissions policies and procedures.

6. Admissions policies and procedures must be explained to all interested students.

7. All applications should be examined individually. The screening process should never be the responsibility of only one individual.

B. Evaluate Assessment Scales - The Student Selection Guide is the heart of the nondiscriminatory selection process. The Student Selection Guide consists of ten assessment scales which provide each prospective student with the potential to obtain the maximum of 100 points. The Student Selection Guide for each program consists of scales for six core criteria and four program-specific criteria. An example of completing a Student Selection Guide is presented in Appendix D.

1. The committee has the responsibility for determining point values for each of the following core criteria measures:

   a. Teacher/Administrators recommendation

   b. Counselor recommendation

   c. Attendance

   d. Grades

   e. Student interest

   f. Program representation

   Specific instructions for assigning point values are included in Section II - Application Process.

2. Each of the ten assessment scales in the proposed model is worth ten points. In actual practice, the selection committee may choose to differentially weight the assessment scales.

3. In any event, it is recommended that the maximum achievable score across all scales equals 100 points.

4. The committee needs to identify the measurement instruments which will be used to assess the four program-specific criteria. The suggested criteria for each program is presented in Appendix B.

5. The committee should assure that all students receive sufficient career counseling opportunities.

6. Whenever it appears that students will not be placed in their program of first choice, the selection procedure should then be implemented based on the student's second program choice.

C. Check Program Representation - For a variety of reasons, a number of potential students have been denied the opportunity to participate in the vocational program of their choice in the past. In an effort to correct this problem, the proposed model includes an assessment scale entitled, "Program Representation." In order to complete this scale, the committee is referred to the Admissions Handbook or Appendix E of this document for specific procedures to be followed in reviewing:

1. Applicant Profile - The present applicant profile should be examined in relation to the sending school profile in order to note any discrepancies that exist according to sex, race, handicap and minority.

2. Prior Program Enrollment - Enrollment patterns for each program over the last three years should be examined to determine if 80% or more of the enrollment has been from one sex, or if the enrollment of groups by race, handicap or minority and handicapped differ from the sending school profile over the same time period.

D. Notify Students - The committee's responsibility includes other activities as well, that deal with students from their home school. These other activities include:

1. Notification of students of the status of their application.

2. Providing a certified list of selected students.

3. Handling scheduling problems such as transportation, extra-curricular and sending school programs.

4. Informing students of the appeals process.

E. Student Appeals - The committee must make sure that students who feel that they have not been treated fairly are aware of the appeals process. The appeals process generally involves the following steps:

1. Informal attempts to resolve the matter

2. Filing of a written complaint with the Student Appeals Committee

3. Consideration of the written complaint with a report to the director within 15 days

4. Implementation of the remedial action approved by the director, or

5. A formal impartial hearing of the student's complaint

6. Utilization of the grievance procedures established for Title VI, Title IX and Section 504, if the decision of the formal hearing is not satisfactory to the student

IV. REFINEMENT OF ADMISSIONS CRITERIA AND PROCEDURES - Once the application and selection process has been completed, there is a need to periodically complete evaluative information and refine or add criteria and procedures. There is a need to periodically complete evaluative information and refine or add criteria and procedures. Two primary functions can be completed. First, validity studies should be done to assess the appropriateness of the criteria measures. Concurrently, information can be collected that would give some indication of the appropriateness of orientation activities and/or publications that are utilized by the schools.

A. Validity Studies - Three procedures are recommended for validating the criterion measures.

1. The assessment scales can be correlated with student performance. The teacher or counselor can rank the students from excellent to poor, according to classroom performance and likewise use the same procedure in ranking the students according to their scores on each scale. A rank order correlation can then be computed.

2. The second method would be to correlate the grades of students with their scores on the assessment scales.

3. A final validation procedure would be to correlate the assessment scales with an employer rating or some other measure of job success.

B. Assess Activities and Publications

1. If there is a general lack of applicants to vocational programs, the overall orientation program should be examined.

2. If the applications from one particular group, i.e., males, females, blacks, handicapped, etc., are lower than should be expected, given the district profile, then,

   a. Activities related to the target group should be examined.

   b. Publications should be examined as to their equal access statements.

This refinement process is not the final aspect of the model. It is a checkpoint that allows for further exploration and clarification. Improvements that might better benefit future students should be incorporated into the next planning phase.

APPENDIX A

TEACHER/ADMINISTRATOR RECOMMENDATION

For each applicant, this form must be completed by two teachers selected by the applicant: one of a basic academic course (math, English, or science); one of a prevocational or practical arts course; and one administrator from the student's home school.

STUDENT'S NAME _____ PERSON RECOMMENDING _____

SCHOOL _____ SCHOOL _____

DATE _____ CONTACT WITH STUDENT:

_____

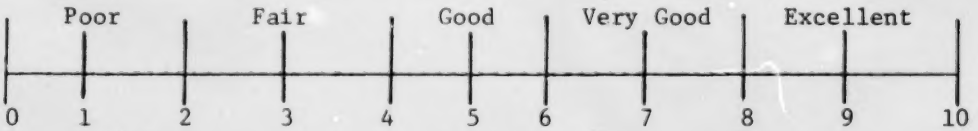
(Subject Area) (Grade Level)

Please evaluate the applicant on the following criteria as they relate to your experience with the student. We need your opinion of the student reduced to a numerical equivalent so that our recommendation can become part of an overall numerical rating, which includes other criteria for admission.

Please circle the number on each scale which best reflects your opinion of the applicant.

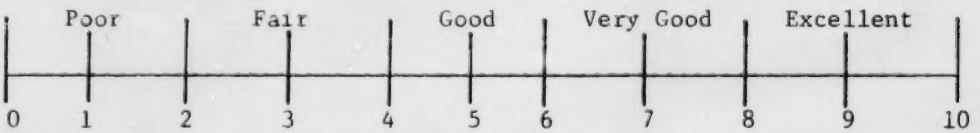
ATTITUDE

Shows positive overall feelings toward school, teachers, and peers; able to work well with others; cooperative and friendly; can take orders as well as give them; good self-concept; self-disciplined.



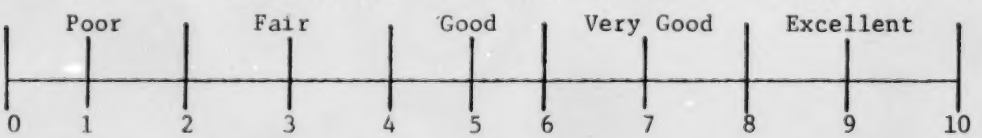
RESPONSIBILITY

Willing to accept duties and responsibilities; follows directions; assumes the initiative when necessary; completes assignments; trustworthy; responsive to changes; requires minimal supervision.



NEATNESS

Strives for prevision, accuracy, and quality in the performance of tasks; follows assignments or guidelines carefully and in an orderly manner; works to acceptable standards; shows pride in accomplishments.



TOTAL POINTS _____ ÷ 3 = _____

GENERAL COMMENTS: _____

_____

_____

COUNSELOR'S RECOMMENDATION

NAME OF STUDENT _____

NAME OF SCHOOL _____ GRADE LEVEL _____

NAME OF COUNSELOR _____

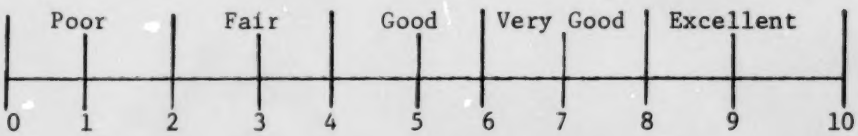
DATE OF RECOMMENDATION _____

Please evaluate the applicant on the following criteria. We need your opinion of the applicant reduced to a numerical equivalent so that your recommendation can become part of an overall numerical rating, which includes other criteria for admission.

Please circle the number on each scale which best reflects your opinion of the applicant.

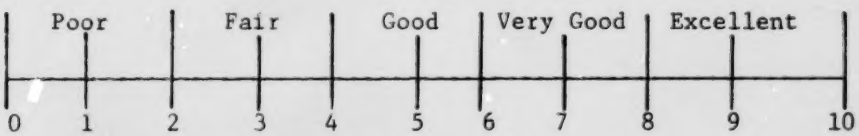
Record of academic achievement, attendance patterns, and ability to accept responsibility.

PAST SCHOOL PERFORMANCE



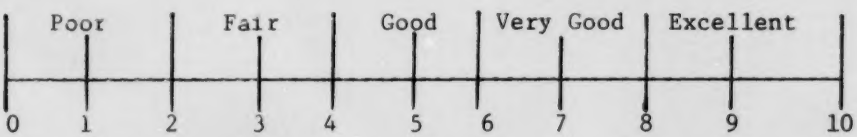
Attitude, motivation, reliability, and program interest.

POTENTIAL FOR SUCCESS IN VOCATIONAL EDUCATION



Past grades, test scores, ratings on four specific program criteria, teacher's recommendation and all other assessment scales

COMPOSITE ASSESSMENT



TOTAL POINTS _____ ÷ 3 = _____

GENERAL COMMENTS: _____

_____

_____

CRITERIA ASSESSMENT SCALE

Attendance

This form must be completed by the counselor and submitted as part of the Student Selection Guide.

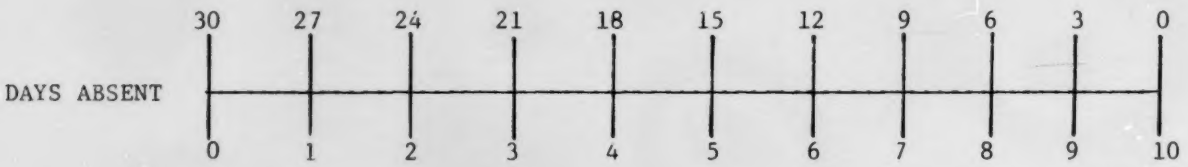
NAME OF STUDENT _____

NAME OF SCHOOL _____

NAME OF COUNSELOR _____

DATE _____

Please indicate the total number of days absent based on the student's attendance record during the 9th grade and the first half of the 10th grade. The specific information that is requested is the total number of unexcused absences for the stated time period.



TOTAL POINTS _____

(To be totaled by Counselor)

GENERAL COMMENTS: _____

_____

_____

CRITERIA ASSESSMENT SCALE

Grades

This form must be completed by the counselor and submitted as part of the Student Selection Guide. The information recorded should be based on the student's grades during the 9th grade and the first semester of the 10th grade.

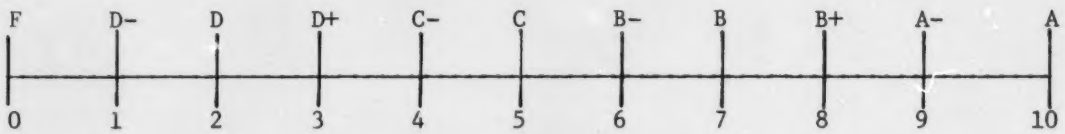
NAME OF STUDENT _____

NAME OF SCHOOL _____

NAME OF COUNSELOR _____

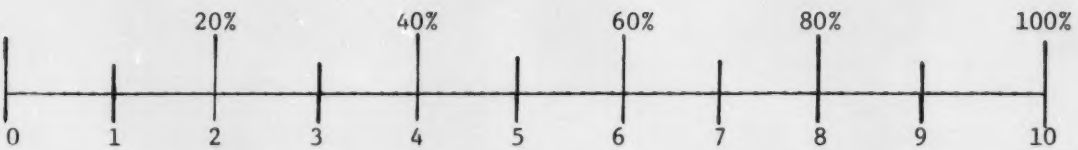
DATE _____

Please check the appropriate grade average for the student identified above. In reviewing this scale, you will notice two options. The first section is provided for students who are graded on an A, B, C, D, F scale. The second option is to be used to rate student progress on an IEP . Only one option should be completed for a student.



or

% of Objectives Completed on IEP



TOTAL POINTS _____
(To be totaled by Counselor)

CRITERIA ASSESSMENT SCALE

Status of Student Interest

This form must be completed by the counselor and submitted as part of the Student Selection Guide.

NAME OF STUDENT _____

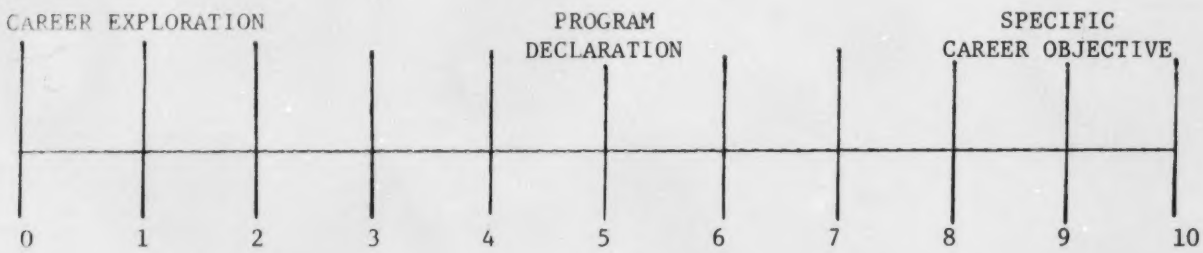
NAME OF SCHOOL _____

NAME OF COUNSELOR _____

NAME OF PROGRAM _____ DATE _____

Please translate your assessment of the student's program interest to its numerical equivalent by circling the appropriate number on the scale. It is best to attempt to obtain some reading on the student from the 8th, 9th and 10th grade counselors. Since this is not always possible, this scale should be used as the basis for capturing the stated interest of the student during an interview to be held prior to application to the vocational program.

Students with an interest rating at the lower end of the scale are typically those whose interest is strictly in attending the vocational school for career exploration purposes. Students with an interest rating at the middle of the scale are those who declare a program of interest but still lack specific career objective. Students with an interest rating at the higher end of the scale are those who have a well-defined career objective related to the program of their choice.



TOTAL POINTS _____

CRITERIA ASSESSMENT SCALE

Program Representation

This form must be completed by the counselor and submitted as part of the Student Selection Guide.

NAME OF STUDENT _____

NAME OF SCHOOL _____

NAME OF COUNSELOR _____

DATE _____

A student should receive 1 point for each category for which they qualify. A student can receive a maximum of 10 points or 2 points for each category. The total points should be written at the bottom of the form.

1. Member of sex underrepresented in

   _____ program applicant profile

   _____ past three year program enrollment

2. Member of race underrepresented in

   _____ program applicant profile

   _____ past three year program enrollment

3. Member of handicap group underrepresented in

   _____ program applicant profile

   _____ past three year program enrollment

4. Member of ethnic minority underrepresented in

   _____ program applicant profile

   _____ past three year program enrollment

5. Add 2 points for any student who is underrepresented in the applicant profile as well as being underrepresented in the past three years.

   _____ (Maximum 2 points)

TOTAL POINTS _____

APPENDIX B

The following suggested program-specific criteria are derived from the responses of faculty members at the field test schools, an examination of the information collected from the mail survey of the schools and from the experiences reported in other studies. The selection committee should review and validate the appropriateness of these criteria for local use.

	Clerical Speed & Accuracy/Percept.	Finger Dexterity	Form Perception	Manual Dexterity	Motor Coordination	Numerical Ability	Spatial Relationships	Verbal Reasoning
Accounting	x	x				x		x
Air Conditioning/Heating/Refrigeration		x		x		x		x
Agriculture				x	x	x		x
Appliance Repair		x	x			x		x
Auto Body			x	x	x		x	
Auto Mechanics		x		x	x		x	
Building Maintenance				x	x	x	x	
Building Trades			x	x	x	x		
Business Education	x	x				x		x
Business Management	x					x	x	x
Cabinet Making			x	x		x	x	
Carpentry			x	x		x	x	

	Clerical Speed & Accuracy/Percept.	Finger Dexterity	Form Perception	Manual Dexterity	Motor Coordination	Numerical Ability	Spatial Relationships	Verbal Reasoning
Child Care				x	x	x		x
Clerical	x	x				x		x
Commercial Art		x	x		x		x	
Cosmetology		x	x	x				x
Data Entry	x	x				x	x	
Data Processing	x	x				x	x	
Diesel Mechanic		x		x	x		x	
D E	x				x	x		x
Drafting		x	x			x	x	
Electricity		x		x		x		x
Electronics		x		x		x		x
E M T				x	x	x		x
Farm Equipment Repair				x		x	x	x
Food Service	x			x		x		x
Graphic Art		x	x		x		x	
Health Occupations	x				x	x		x
Health Services Aide	x			x	x			x
Home Economics		x		x	x	x		
Horticulture			x	x		x	x	

	Clerical Speed & Accuracy/Percept.	Finger Dexterity	Form Perception	Manual Dexterity	Motor Coordination	Numerical Ability	Spatial Relationships	Verbal Reasoning
Hotel/Motel/Restaurant Management	x			x		x		x
Industrial Maintenance				x	x	x	x	
L P N	x			x		x		x
Machine Shop			x	x		x	x	
Marine Repairs				x		x	x	x
Marketing/Management	x					x	x	x
Masonry			x	x		x	x	
Medication Technician	x				x	x		x
Nurse Assistant	x			x	x			x
Office Machines	x	x	x			x		
Plumbing			x	x		x	x	
Printing		x	x		x		x	
Secretarial	x	x				x		x
Sheet Metal			x	x		x	x	
Small Engines		x				x	x	x
Tailoring		x			x	x	x	
Tourism & Recreation Management	x			x		x		x
Trade and Industry			x		x	x	x	
Welding			x		x	x	x	

APPENDIX C

APPLICATION FOR ENROLLMENT

SECONDARY STUDENT
AREA VOCATIONAL TECHNICAL SCHOOL

PLEASE PRINT

_____
Date of Application

NAME_____ TELEPHONE_____
Last First Middle

ADDRESS_____
Number/Street City State Zip Code

SENDING SCHOOL_____ PRESENT GRADE LEVEL_____

SOCIAL SECURITY NO._____

PERSON TO CONTACT IN AN EMERGENCY_____ TELEPHONE_____

MY FIRST PROGRAM CHOICE IS: _____

MY SECOND PROGRAM CHOICE IS: _____

BRIEFY EXPLAIN WHY YOU WISH TO ENROLL _____

_____

_____

ENROLLMENT DATE (SEMESTER) DESIRED_____
Month Year

AT THIS TIME, MY CAREER PLANS AFTER GRADUATION ARE:

A. WORK (TYPE OF EMPLOYMENT DESIRED)_____

B. SCHOOL (TECHNICAL OR COLLEGE)_____

AREA OF STUDY_____

IF YOU HAVE A HANDICAPPING CONDITION FOR WHICH YOU MAY REQUIRE SPECIAL ASSISTANCE TO COMPLETE THIS APPLICATION OR TO PARTICIPATE IN THE PROGRAM OF YOUR CHOICE, PLEASE CONTACT THE COUNSELOR.

THIS SCHOOL DOES NOT DISCRIMINATE AGAINST OTHERWISE QUALIFIED PERSONS ON THE BASIS OF RACE, COLOR, RELIGION, NATIONAL ORIGIN, SEX, OR HANDICAP IN THE ADMISSION OF STUDENTS TO VOCATIONAL PROGRAMS.

THE FOLLOWING INFORMATION WILL BE USED TO VERIFY PROGRAM REPRESENTATION. ADDITIONAL POINTS MAY BE ADDED FOR UNDER REPRESENTATION. SUPPLYING THIS INFORMATION IS, HOWEVER, OPTIONAL.

SEX: MALE_____ FEMALE_____

RACE: BLACK_____ WHITE_____ OTHER (PLEASE SPECIFY)_____

APPLICATION FOR ENROLLMENT

SECONDARY STUDENT
COMPREHENSIVE HIGH SCHOOL

PLEASE PRINT

_____
Date of Application

NAME_____ TELEPHONE_____
Last First Middle

ADDRESS_____
Number/Street City State Zip Code

PRESENT GRADE LEVEL_____ DATE OF BIRTH_____
Month Day Year

SOCIAL SECURITY NO._____

PERSON TO CONTACT IN AN EMERGENCY_____ TELEPHONE_____

MY FIRST PROGRAM CHOICE IS: _____

MY SECOND PROGRAM CHOICE IS: _____

BRIEFY EXPLAIN WHY YOU WISH TO ENROLL_____

_____

_____

ENROLLMENT DATE (SEMESTER) DESIRED_____
Month Year

AT THIS TIME, MY CAREER PLANS AFTER GRADUATION ARE:

A. WORK (TYPE OF EMPLOYMENT DESIRED)_____

B. SCHOOL (TECHNICAL OR COLLEGE)_____

AREA OF STUDY_____

IF YOU HAVE A HANDICAPPING CONDITION FOR WHICH YOU MAY REQUIRE SPECIAL ASSISTANCE TO COMPLETE THIS APPLICATION OR TO PARTICIPATE IN THE PROGRAM OF YOUR CHOICE, PLEASE CONTACT THE COUNSELOR.

THIS SCHOOL DOES NOT DISCRIMINATE AGAINST OTHERWISE QUALIFIED PERSONS ON THE BASIS OF RACE, COLOR, RELIGION, NATIONAL ORIGIN, SEX, OR HANDICAP IN THE ADMISSION OF STUDENTS TO VOCATIONAL PROGRAMS.

THE FOLLOWING INFORMATION WILL BE USED TO VERIFY PROGRAM REPRESENTATION. ADDITIONAL POINTS MAY BE ADDED FOR UNDER REPRESENTATION. SUPPLYING THIS INFORMATION IS, HOWEVER, OPTIONAL

SEX: MALE_____ FEMALE_____

RACE: BLACK_____ WHITE_____ OTHER (PLEASE SPECIFY)_____

APPLICATION FOR ENROLLMENT

POST SECONDARY STUDENT

PLEASE PRINT

_____
Date of Application

Name_____ _____
Last First Middle Initial Any Other Name Used

Address_____ City_____ County_____

State_____ Zip Code_____ Telephone Number_____

Date of Birth_____ Social Security No._____

Person to Contact in Event of an Emergency_____ Telephone_____

I would like to enroll in the _____ program.

My present occupational objective is _____

_____

Check any of the following that apply:

_____ I plan to enroll in a few courses in order to obtain entry level job skills.

_____ I plan to enroll in a few courses in order to improve skills that I presently have.

_____ I am presently employed in a job related to my program choice.

_____ I plan to complete all courses in the program I have chosen.

Schedule Desired: Day _____ Evening _____

Entrance Date Desired: _____
Month Year

This school does not discriminate against otherwise qualified persons on the basis of race, color, religion, national origin, sex, age, or handicap in its recruitment, admission, employment, facility and program accessibility or services. It is the intent of this school to comply with the provisions of Title VI of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972-73, Section 504, Rehabilitation Act of 1973; and Title 38, United States Code, Veteran's Benefits.

LIST ALL HIGH SCHOOLS, VOCATIONAL-TECHNICAL SCHOOLS, OR COLLEGES ATTENDED				
Name of School	City and State	Dates of Attendance	Courses Taken	Degrees or Diploma

If you have taken the GED Exam, did you pass it? _____Yes _____No

Place Taken _____ Date _____

Do you desire credit for previous courses/training? _____Yes _____No

Place of previous occupational training _____

Type of course/training _____

Dates of course/training _____

Have you had any military training that might qualify you for advanced placement in a vocational program?

_____Yes _____No

Please contact the Counselor if you have a handicapping condition that would require you to receive special assistance to complete the application or to participate in your proposed program of studies.

The information in the following section is optional. If you do not wish to furnish this information, you are not required to do so.

Sex: Male _____ Female _____

Race: Black _____ White _____ Other (Please Specify)_____

APPLICATION FOR ENROLLMENT

ADULT STUDENT

PLEASE PRINT

_____
Date of Application

Name _____ _____
Last First Middle Initial Any Other Name Used

Address _____ City _____ County _____

State _____ Zip Code _____ Telephone Number _____

Date of Birth _____ Social Security No. _____

Person to Contact in Event of an Emergency _____ Telephone _____

I would like to enroll in the _____ program.

My present occupational objective is _____

_____

Check any of the following that apply:

_____ I plan to enroll in a few courses in order to obtain entry level job skills.

_____ I plan to enroll in a few courses in order to improve skills that I presently have.

_____ I am presently employed in a job related to my program choice.

Are you presently employed? _____

Name of Employer _____ Address _____

Phone _____

Schedule Desired: Day _____ Evening _____

Entrance Date (Semester) Desired: _____
Month Year

This school does not discriminate against otherwise qualified persons on the basis of race, color, religion, national origin, sex, age, or handicap in its recruitment, admission, employment, facility and program accessibility or services. It is the intent of this school to comply with the provisions of Title VI of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972-73, Section 504, Rehabilitation Act of 1973; and Title 38, United States Code, Veteran's Benefits.

LIST ALL COLLEGES, VOCATIONAL-TECHNICAL SCHOOLS AND HIGH SCHOOLS ATTENDED				
Name of School	City & State	Dates of Attendance	Courses Taken	Degrees or Diploma

If you have taken the GED Exam, did you pass it? _____ Yes _____ No

Place Taken _____ Date _____

Do you desire credit for previous courses/training? _____ Yes _____ No

Place of previous occupational training _____

Type of course/training _____

Dates of course/training _____

Please contact the Counselor if you have a handicapping condition that would require you to receive special assistance to complete the application or to participate in your proposed program of studies.

The information in the following section is optional. If you do not wish to furnish this information, you are not required to do so.

Sex: Male _____ Female _____

Race: Black _____ White _____ Other _____
(Please specify)

APPENDIX D

SAMPLE SELECTION PROCESS

The sample selection process will be completed for student John Doe. John is applying to the Health Occupations Program at XXX Vocational School. A summary of his criteria assessment scales is as follows:

Teacher/Administrator Recommendation — Total Points 7

	Teacher 1	Teacher 2	Administrator		Avg.
Attitude	6	8	8	T1	7
Responsibility	7	6	9	T2	6
Neatness	8	4	7	Adm	8
					21/3 = 7

Counselor's Recommendation — Total Points 7

Past School Performance	5
Potential For Success	8
Composite Evaluation	8 / 21/3 = 7

Attendance — Total Points 5

15 days absent 9th grade and
1st half of 10th grade

Grades — Total Points 5

C average 9th grade and
first half of 10th grade

Student Interest — Total Points 6

Program chosen with slight indication
of career objective

Program Representation — Total Points 6

Since John is a black male it was determined that he is a member of a group that is underrepresented in sex and race for Health Occupations Programs the past three years and in the applicant profile. He therefore would receive 2 points each for section 1, 2 and 5 of the program representation criteria assessment scale.

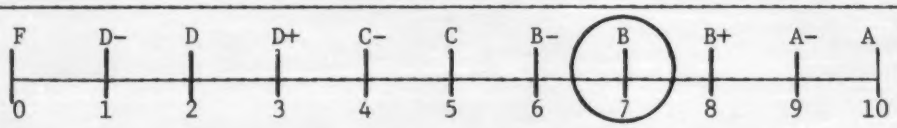
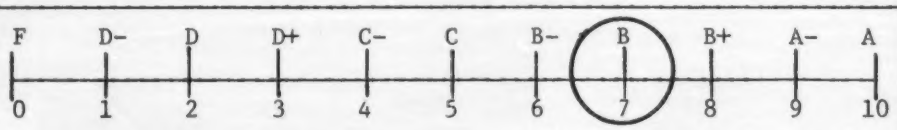
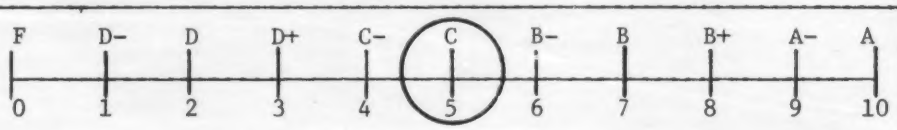
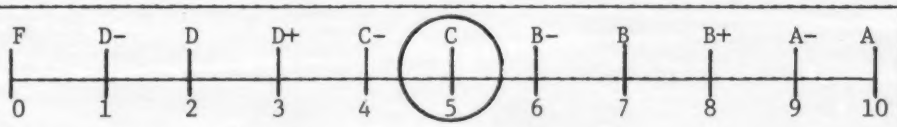
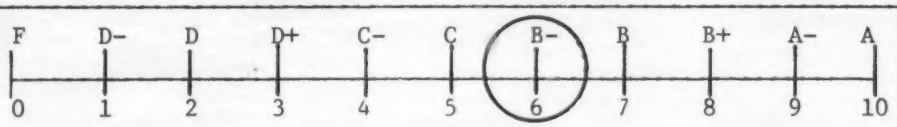
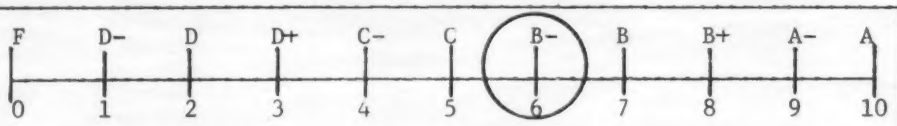
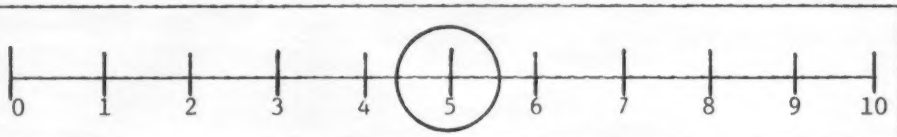
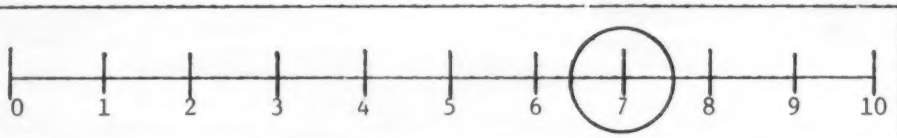
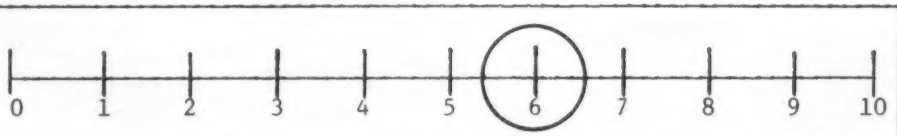
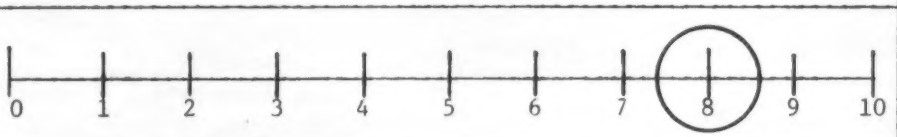
The four specific assessment scales for Health Occupations and the assessment scale points according to the scale set by the XXX Vocational School selection committee are:

Verbal Ability	Total Points 5
Numerical Aptitude	Total Points 7
Clerical Perception	Total Points 6
Motor Coordination	Total Points 8

The selection guide for John Doe is presented on the following page. His total total points would be ranked in relation to others from his sending school to determine if he would be assigned to one of the Health Occupations Program slots at the vocational school.

STUDENT SELECTION GUIDE

Student's Name John Doe Vocational Program Health Occupations

SELECTION CRITERIA	ASSESSMENT SCALE	RATING
Teacher/ Administrator Recommendation		7
Counselor's Recommendation		7
Attendance		5
Grades		5
Student Interest		6
Program Representation		6
Verbal Ability		5
Numerical Aptitude		7
Clerical Perception		6
Motor Coordination		8
	TOTAL RATING	62

APPENDIX E

The information presented in this Appendix is also available in Chapter 4 of the Admissions Handbook. This Appendix is provided to serve as a quick reference for the reader.

Five general profile types are defined below.

1. Sending School Profile - this profile is strictly a report by percentage of the make-up of the student body. For example, the sending school profile for school A might be:

Sex:	Male	= 55%
	Female	= 45%
Race:	White	= 90%
	Minority	= 10%
Handicapped		= 5%
Ethnic Minority		= 2%

2. Applicant Profile - this profile is a percentage breakdown of students according to the same groupings but only of the students who actually applied to the area school. Applicant profiles can be constructed for each program also. An example of an applicant profile for sending school A might be as follows:

Sex:	Male	= 55%
	Female	= 45%
Race:	White	= 90%
	Minority	= 10%
Handicapped		= 3%
Ethnic Minority		= 2%

The applicant profile is used as a portion of the program representation check.

3. Selection Profile - this profile is a percentage breakdown of those students who according to the selection process would be selected for admittance into the area school. An example of a possible selection profile for sending school A might be:

Sex:	Male	= 75%
	Female	= 25%
Race:	White	= 95%
	Minority	= 5%
Handicapped		= 0%
Ethnic Minority		= 0%

4. Targeted population profile - this profile could be defined in two ways.

   a. It could be the difference between the percentage representation for each group from the sending school profile and the applicant's profile. An examination of these two profiles presented above indicates that according to both, sex and race group representation is not a problem. It could also be noted that the group of students labeled ethnic minority is also equal. The handicapped population for the district is at 5% whereas the applicant profile totals only 3%

   b. The other type of a targeted population profile could be determined by comparing the applicant profile with the selection profile. From our examples of sending school A as presented above, three deficiencies can be noted. These would be 20% less females selected than applied, 5% less minorities selected than applied, 3% less handicapped selected than applied and 2% less ethnic minority selected than applied.

5. Actual Admissions Profile - the last profile would be the actual admissions profile. This is a percentage breakdown of the number of students from sending school A by group that were actually admitted. An example of this type of profile is as follows:

Sex:	Male	= 65%
	Female	= 35%
Race:	White	= 92%
	Minority	= 8%
Handicapped		= 2%
Ethnic Minority		= 1%

This type of profile would be studied over a three year period as part of the program representation check.

Steps to be followed in determining the various profiles are as follows:

1. Compile the number of students in each of the following definitive categories:
   a. Total number of students attending the school (sending school)
   b. Total number of male students
   c. Total number of female students
   d. Total number of minority students (race)
   e. Total number of other students (race)
   f. Total number of handicapped students
   g. Total number of ethnic minority students
   h. Total allocation of students to be sent to the vocational school
2. Set up a table, such as the example shown in Figure 4.3. Then record the number of students for each group in the section labeled Sending School Profile.

Figure 4.3

EXAMPLE: CALCULATION OF SENDING SCHOOL, APPLICANT AND SELECTION PROFILES

	Sending School Profile						Applicant Profile				Selection Profile			
	Enrollment		Percent		Allocation		Enrollment		Percent		Enrollment		Percent	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Race (only)	16	14	3	2	3	2	4	2	2	1	2	2	2	2
Handicapped (only)	35	25	6	4	6	4	10	8	5	4	3	2	3	2
Ethnic Minority	7	5	1	1	1	1	2	2	1	1	1	1	1	1
Other	252	246	42	41	42	41	100	72	50	36	50	39	50	39
Total Students	600						200				100			
Allocation					100									

E-4

3. Determine the percentage represented by each group. This can be done by dividing each group total by the total students attending the sending school.

4. In the example the sending school has been allocated placements for 100 students. In order to determine perfect representation for each group, multiply 100 by the percentage for each group. Remember, a percentage must be converted to a proportion (5% = .05; 25% = .25).

5. In order to determine the Applicant Profile, follow steps 1 and 2 using the total number of students applying for the base and subgroup totals. If the percentages for the various groups differ between the Sending School Profile and the Applicant Profile, careful examination should be made of the ways in which all groups are made aware of vocational opportunities.

6. In order to determine the Selection Profile, follow steps 1 and 2 using the total number of students selected to attend the area school for the base and subgroup totals. If the percentages for the various groups differ between the Sending School Profile and the Selection Profile, the selection process should be examined to determine where corrections might be made in the future.

Since the recommended selection process includes a criteria that considers program underrepresentation, there is no need to calculate the Actual Admissions Profile at this time. This recommended procedure does, however, require that programs be studied over the last 3 years by sex, race, handicap and ethnic minority. Steps to be followed in completing this comparison are as follows:

1. Determine the Sending School enrollments in each vocational program over the past three years.
2. Determine if any program has more than 80% enrollment of one sex.
3. Determine the percentage enrollment by race, handicap and ethnicity over the last three years.
4. Determine the total Sending School percentage by each of these designations over the last three years.
5. Compare the results of steps 3 and 4 to determine if a discrepancy has occurred.